

Erie 1 BOCES



COMPREHENSIVE K-12 COUNSELING PLAN

Erie 1 BOCES Comprehensive K-12 Counseling Plan

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Erie 1 BOCES Comprehensive K-12 Counseling Plan

Introduction

The Student Counseling Team - comprised of school counselors and school social workers - plays a significant role in improving student achievement and serves as student and systems advocates. They apply their professional training in schools in order to support student academic success. Through a comprehensive school counseling program of developmental, preventive, remedial and responsive services, the Student Counseling Team addresses academic development, career development and personal/social development of students.

Through leadership, advocacy, collaboration and data analysis, the Student Counseling Team will focus on the goal of improving student achievement, providing the necessary behavioral support to students and creating the changes necessary to impact the system. As leaders and advocates, the Student Counseling Team and Advisory Council promotes, assesses and implements this Comprehensive School Counseling Plan.

The Student Counseling Team will use disaggregated data to drive program and activity development which will enable them to meet the needs of all students and close the achievement gap. The comprehensive school counseling program will be data-driven and will be evaluated annually and modified based on results to ensure that every student achieves success.

Through the use of a data-driven/results-based and standards-based model, the Student Counseling Team will follow the recommended practice of providing:

- Counseling
- Coordination
- Consultation
- Advocacy
- Teaming and Collaboration

The Erie 1 BOCES Student Counseling Team and Advisory Council has examined their current counseling practices and services and has aligned them with the American School Counseling Association (ASCA), the ASCA National Model, the School Social Work Association of America (SSWAA), and the expectations of the New York State Education Department.

We are proud to present the Erie 1 BOCES Comprehensive K-12 Counseling Plan.

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Part 100 of the Commissioner's Regulations

Pursuant to Part 100 of the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

- (1) Public Schools: Each school district shall have a guidance program for all students.
 - (i.) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse and to encourage parental involvement.
 - (ii.) In grades 7-12, the school counseling program shall include the following activities and services:
 - a.) An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - b.) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with the school counselors;
 - c.) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors; and
 - d.) The services of personnel certified or licensed as school counselors.
 - iii.) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

Office of Elementary, Middle, Secondary and Continuing Education/Part 11/100.2j./2010

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What is a School Counseling Program?

A School Counseling Program is “comprehensive in scope, preventative in design and developmental in nature.” It is designed so that the majority of the Student Counseling Team’s time is spent in direct service to all students so as to ensure that every student receives the maximum benefit from the program.

A comprehensive school counseling program focuses on what all students should know and understand in three domain areas: academic, career, and personal/social with an emphasis on academic success for every student.

The program is preventive in design with a purpose of conveying specific skills and learning opportunities in a proactive and preventive manner. The Student Counseling Team designs programs and services to meet the needs of students at the appropriate developmental stages; therefore, their responsibilities should be directed toward program delivery and direct counseling services.

The standard for academic development is to implement strategies and activities that support and maximize student learning. This would include “acquiring knowledge and skills that contribute to effective learning in school and across the life span, employing strategies to achieve success in school and understand the relationship of academics to the world of work, life at home and in the community.”

The standard for career development is to provide a foundation for “acquiring skills, attitudes and knowledge that enables students to make a successful transition from school to the world of work and from job to job across the life career span.”

The standard for personal/social development is to provide a foundation for personal and social growth as the students’ progress through school and into their adult life. “Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.”

A school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of the educational program for student success
- Is implemented by a credentialed school counselor
- Is conducted in collaboration with all stakeholders
- Uses data to drive program decisions
- Monitors student progress

Adapted from The ASCA National Model: A Framework for School Counseling Programs

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Benefits of a School Counseling Program

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors, school social workers and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem-solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school-based counseling services for every student.
- Increases the opportunity for adult - youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents

- Provides support in advocating for their children's academic, career and personal/social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.
- Ensures every child receives access to school counseling services.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between Student Counseling Team and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.

- Increases teacher accessibility to the Student Counseling Team as classroom presenters and a resource.
- Positively impacts school climate and the learning environment.

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and Student Counseling Team responsibilities.
- Provides a system for managing and evaluating the effectiveness of the school counseling program.
- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Informs the community about school counseling program success.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Provides a basis for determining funding allocations for the school counseling program.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors and School Social Workers

- Defines responsibilities within the context of a school counseling program.
- Provides a clearly defined role and function in the educational system.
- Supports access to every student.
- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Seeks to eliminate non-school counseling activities.
- Recognizes the Student Counseling Team as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's mission.

Benefits for Student Services Personnel

- Defines the school counseling program.
- Provides school psychologists and other professional student services personnel with a clear understanding of the role of the Student Counseling Team.
- Fosters a positive team approach, which enhances cooperative working relationships and improves individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

Benefits for Post-secondary Education

- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.

- Motivates every student to seek a wide range of substantial, post-secondary options, including college.
- Encourages and supports rigorous academic preparation.
- Promotes equity and access to post-secondary education for every student.

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's post-secondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among school counselors, school social workers, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce.

Adapted from the American School Counseling Association National Model

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Role of the Student Counseling Team

The Student Counseling Team at Erie 1 BOCES is a collaborative partnership between school counselors and school social workers. The Student Counseling Team is made up of certified, credentialed K-12 professionals who are qualified to address students' academic, career and social/emotional needs. They work to ensure that these needs are addressed at every level of the school experience by establishing trusting and confidential working relationships with students. The Student Counseling Team serves as collaborators and advocates who believe in, support, and promote every student's goal to achieve success in school. They enhance positive educational experiences for all students in a safe learning environment, assess for and reduce barriers so that students may increase their opportunities for success, and ensure access to rigorous curriculum and educational equity, which will maximize students' post-secondary options.

The Student Counseling Team manages comprehensive developmental counseling programs and services to help students acquire skills in the three domains that are necessary for living in a global community: academic, career, and personal/social. It is important to note, however, that the Student Counseling Team is not the school counseling program. The Student Counseling Team and school counseling program use a collaborative model as their foundation. The Student Counseling Team does not work alone; all educators play a role in creating an environment which promotes the achievement of identified student goals and outcomes. The Student Counseling Team facilitates communication and establishes linkages for the benefit of students, with teaching staff, administration, families, student service personnel, agencies, business and other members of the community. School success depends upon the cooperation and support of the entire faculty, staff and student services personnel.

The Student Counseling Team:

- Assists with the initial intake and transition process for all students entering program/placement.
- Consults with teachers to provide academic and behavioral supports for the success of all students.
- Collaborates with other stakeholders in making decisions about the school counseling program.
- Coordinates and provides individual and group counseling services to meet the developmental, preventive and remedial needs of students.
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students.
- Establishes a cooperative relationship between home and school. Additionally, The School Counseling Team provides families with relevant linkages and community resources as needed and/or requested.
- Interprets all relevant assessment data and works with the multidisciplinary team to make service and placement recommendations for students.
- Adheres to ethical standards of the counseling profession, and abides by the laws, policies and procedures that govern the schools. The School Counseling Team participates in professional associations and professional development opportunities, when available.
- Collaborates with multidisciplinary team and component school districts to facilitate students' return to their home school, as appropriate.

The Practice of the Traditional School Counselor (Service Driven Model)	The Practice of the Transformed School Counselor (Data-driven and standards-based model)
Counseling	Counseling
Consultation	Consultation
Coordination of Services	Coordination of Services
	Leadership
	Advocacy
	Collaboration and Teaming
	Managing Resources
	Use of Data
	Use of Technology

Adapted from the American School Counseling Association National Model

NYS Certification Requirements for School Counselors and School Social Workers

The strategic goal of the Board of Regents is to provide New York State educational systems with certified, qualified, and well-trained professionals to serve all students.

NYS Certification Requirements for School Counselors

Provisional Certification:

1. Baccalaureate degree from a regionally accredited institution of higher education.
2. Graduate Study in School Counseling: 30 credits: School counseling courses are specifically for individuals preparing for a career as a school counselor.
3. College Internship/Supervised Practice: The college-supervised internship must be a part of an approved school counselor program. The internship/practice is generally the culminating experience of a program leading to a state certificate in school counseling.
4. Child Abuse Identification Workshop.
5. School Violence Prevention Workshop.
6. Fingerprinting Clearance

Permanent Certification:

1. Satisfaction of the above requirements.
2. Master's Degree.
3. Additional Graduate Work-30 additional semester hours in school counseling.
4. Experience: Two years in a pupil personnel service position in a public or approved independent elementary and or secondary school.
5. United States Citizenship.

NYS Certification Requirements for School Social Workers

Provisional Certification:

1. Education - Bachelor's Degree
2. Graduate Coursework - Social Work - 30 S.H.
3. College Supervised Internship
4. Workshop - Child Abuse Identification
5. Workshop - School Violence Intervention and Prevention
6. Workshop - Dignity for All Students Act
7. Fingerprint Clearance

Permanent Certification & Licensure:

1. Satisfaction of the above requirements.
2. License & Registration - NYS Licensed Master Social Worker/NYS Licensed Clinical Social Worker.
3. Additional Education - Master's Degree in Social Work (MSW).
4. Paid, full-time Pupil Personnel experience - School Social Worker - 2 Yrs.
5. Citizenship Status - INS Permanent Residence or U.S. Citizenship.

Elements of a Comprehensive K-12 Counseling Plan

In 2003, the American School Counselor Association (ASCA) published *The ASCA National Model: A Framework for School Counseling Programs*. This model has been researched and successfully implemented throughout the country. The model includes four components. The four components are: Define, Manage, Deliver, and Assess. Information learned through the accountability process contributes to the continuous improvement of the school counseling program and is updated and revised regularly.

Define

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes: Student Standards, Ethical Standards for School Counselors, and School Counselor Professional Standards and Competencies.

Manage

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The ASCA National Model framework used to guide this plan has outlined the design and implementation of a school counseling program that gets results.

Deliver

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others. These activities and services help students develop the ASCA Mindset and Behaviors for Student Success and improve their achievement, attendance, and discipline.

Assess

To achieve the best results for students, school counselors regularly assess their program to: determine its effectiveness; inform improvements to their school counseling program design and delivery; show how students are different as a result of the school counseling program. School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator.

Adapted from the ASCA National Model for School Counseling Programs

Define

Mission

Vision

Philosophy

Beliefs

National Standards



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Mission Statement

Erie 1 BOCES is committed to serving students, staff and communities, by understanding, anticipating, and responding to their needs. We will be proactive and collaborate with our component school districts, families and communities, in supporting the diverse social-emotional, academic and occupational needs of our students to ensure life-long success.

Vision Statement

Erie 1 BOCES will nurture and provide therapeutic research-based approaches for all students to become independent, responsible, and productive citizens who respect themselves and others.

Philosophy

Erie 1 BOCES School Social Workers and School Counselors believe in advocating for children and their families in partnership with our component school districts, and we express our commitment to teaching and empowering our students by fostering:

- **Safety and Health:** Students and staff need a healthy and safe environment.
- **Resources:** A successful education program requires appropriate facilities, equipment and materials.
- **Respect:** We respect and honor the dignity and worth of ourselves, others, and our environment.
- **Responsibility:** Each person is responsible for what they say or do.
- **Courage:** Courage is required to grow, change, take risks, and make commitments. Students and their families are empowered to fulfill their intellectual, emotional and psychological potential.
- **Integrity:** Personal integrity develops as one attends to and becomes increasingly ethical in one's speech and actions.
- **Whole Child:** In order for students to be successful, their emotional, social, physical, and academic needs must be met. Students must also be able to obtain the educational, occupational, and social competencies necessary to be independent, lifelong learners who are responsible, contributing members of a diverse society.
- **Collaboration:** We collaborate with the entire educational community - the students, teachers, administrators, non-instructional staff, Board of Education, families, and the community at large - in support of students.
- **Equity:** We recognize and distinguish individual and group differences and strive to value all students and groups equally. We collaborate with stakeholders to create an educational climate that embraces diversity; helps promote academic, career, and social-emotional success; and equitable treatment of all students.
- **Student Achievement:** Continuous growth and improvement occur when there is use of instructional best practices, an articulated/aligned curriculum, and pertinent data.
- **Recognition:** We acknowledge and celebrate all successes, growth and sense of community.

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School Counselor Beliefs

Beliefs matter. Beliefs are personal and individual and are derived from our backgrounds, culture and experiences. Beliefs drive our behavior.

Examining and reflecting upon individual beliefs about students, families, teachers and the educational process is imperative. Unexamined beliefs can lead to inequities and limited access for some students. Without personal reflection, we act without awareness of our own influences. Understanding personal limitations and biases as well as articulating how they may affect the counseling process are critical steps in determining the program focus, ensuring equity and access for all.

It is important to require some nonnegotiable principles upon which the school counselors must reflect and incorporate into personal beliefs, ensuring the following mindsets from the ASCA Professional Standards & Competencies are integrated.

The school counselors at Erie 1 BOCES believe:

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, school social workers, students, families, teachers, administrators and education stakeholders.
- M 6. The school counselors are leaders in the school, district, state and nation.
- M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

Adapted from the American School Counseling Association National Model

School Social Worker Beliefs

1. When children are young, their parents exercise control over decisions that affect their lives. As they grow older, youth begin to exercise more independent judgment and to make choices and decisions separate from their parents.
2. Parents have rights, roles and responsibilities in relationship to their children. Their ability to exercise and fulfill these rights, roles and responsibilities is enhanced by knowledge and understanding of their children's activities and needs. School social workers, absent information to the contrary, believe parents seek to act in the best interests of their children.
3. Minor students have the right to indicate assent or dissent to specific school-based services and activities, consistent with their respective age, development, decision-making ability, and understanding of the proposed services and activities.
4. Children and adolescents vary widely in their maturity and skills related to decision-making, coping, and problem-solving. Some may be affected by substance abuse or disabilities or may struggle with challenges to their mental health. Mindful consideration of these and other factors is necessary to achieve outcomes that are in the best interests of students and other stakeholders.
5. School district employees and officials have a responsibility to act in the best interests of students (both

individually and collectively) while they are entrusted into their care.

6. A fundamental responsibility of schools and other educational programs is to help prepare children and youth for their adult lives following graduation. Schools are structured and protected environments in which students gradually develop more autonomy as they move through preschool, elementary, middle, and high school. A student's developing autonomy is supported and enhanced in the social worker-client relationship when the NASW Ethical Standards of Self-Determination (1.02), Informed Consent (1.03), and Privacy and Confidentiality (1.07) are honored by the school social worker.

7. School social workers are educators, as well as social workers. School social work interventions provide both social-emotional-behavioral and educational benefits to students.

Adapted from the School Social Work Association of America (SSWAA)

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American School Counseling Association (ASCA) National Standards

The Student Counseling Team, which includes Counselors and Social Workers, is actively committed to eliminating obstacles that students face and help them understand that the choices they make will affect their educational and career options in the future.

The ASCA National Standards for students ensure that all aspects of school counseling are considered for students to meet their academic, career and social/personal needs. The Standards offer an opportunity for school counselors, school social workers, school administrators, faculty, parents and members of the community to engage in dialogue about expectations for students' academic success and the role of the school counseling program in enhancing student learning.

The National Standards have and will continue to be used as a guide to design and implement programs and establish school counseling as an integral component of the academic mission of the schools and will ensure that all students have access to the school counseling program as part of their learning experience.

The National Standards describe what the students should know and be able to do within the educational system. The Student Counseling Team uses them to help students achieve their highest potential.

In accordance with the ASCA National Standards, a school counseling program facilitates student development in three broad domains (academic development, career development, personal/social development). Each developmental area encompasses desired student learning competencies (composed of knowledge, attitudes and skills). Domains promote behavior that enhances learning for all students.

Standards for each domain provide direction for developing effective school counseling programs. They are descriptions of what students should know and be able to do at the highest level of expectations.

Student competencies are specific knowledge, attitudes and skills that students should obtain in the content standard areas. The competencies guide program development and assess student growth and development.

Indicators describe the specific knowledge, skills and abilities that students demonstrate to meet specific competencies.

Adapted from the American School Counseling Association National Model

National Standards for School Counseling Programs Competencies and Indicators

ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

Category 1: Mindset Standards School Counselors* encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that post-secondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities, and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organization and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Adapted from the American School Counseling Association Standards

ASCA School Counselor Professional Standards & Competencies

MINDSETS		
School counselors* believe:		
<p>M 1. Every student can learn, and every student can succeed.</p> <p>M 2. Every student should have access to and opportunity for high-quality education.</p> <p>M 3. Every student should graduate from high school prepared for post-secondary opportunities.</p> <p>M 4. Every student should have access to a comprehensive school counseling program.</p> <p>M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.</p> <p>M 6. School counselors are leaders in the school, district, state and nation.</p> <p>M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.</p>		
BEHAVIORS		
School counselors* demonstrate the following standards in the design, implementation and assessment of a comprehensive school counseling program.		
Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PE 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings	B-PE 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PE 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PE 4. Develop and implement action plans aligned with program goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program	B-SS 5. Consult to support student achievement and success	B-PE 5. Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PE 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and		B-PE 7. Establish agreement with the principal and other administrators about the

implementation of a comprehensive school counseling program		comprehensive school counseling program
BB-PF 8. Demonstrate advocacy in a comprehensive school counseling program		B-PE 8. Establish and convene an advisory council for the comprehensive school counseling program
B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program		B-PE 9. Use appropriate school counselor performance appraisal process

PROFESSIONAL FOUNDATION

B-PF 1. Apply developmental, learning, counseling and education theories

- a. Use human development theories to have an impact on developmental issues affecting student success
- b. Use learning theory to support student achievement and success, including students with diverse learning needs
- c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
- e. Use career development theories to promote and support postsecondary planning
- f. Use principles of multi-tiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

- a. Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- b. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
- c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
- d. Explain the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- e. Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
- f. Delineate the roles of student service providers, such as school social workers, school psychologists or school nurses, and identify best practices for collaborating to have an impact on student success
- g. Articulate a rationale for a comprehensive school counseling program
- h. Use education research to inform decisions and programming
- i. Use current trends in technology to promote student success

B-PF 3. Apply legal and ethical principles of the school counseling profession

- a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counseling
- b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting
- c. Adhere to the ethical and statutory limits of confidentiality
- d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff
- e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
- f. Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors
- g. Model ethical behavior
- h. Engage in continual professional development to inform and guide ethical and legal work

B-PF 4. Apply school counseling professional standards and competencies

- a. Stay current with school counseling research and best practices
- b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies
- c. Use personal reflection, consultation and supervision to promote professional growth and development
- d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a comprehensive school counseling program

- a. Select ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data
- b. Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals
- c. Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standard

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

- a. Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual disability and other factors
- b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
- c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
- d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with people of other cultures effectively
- e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
- f. Understand personal limitations and biases and articulate how they may affect the school counselor's work

B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program

- a. Identify sources of power and authority and formal and informal leadership
- b. Identify and demonstrate professional and personal qualities and skills of effective leaders
- c. Apply a model of leadership to a comprehensive school counseling program
- d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
- e. Apply the results of a school counseling program assessment to inform the design and implementation of the comprehensive school counseling program
- f. Use leadership skills to facilitate positive change for the comprehensive school counseling program
- g. Define the role of the school counselor and the school counseling program in the school crisis plan
- h. Serve as a leader in the school and community to promote and support student success
- i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-PF 8. Demonstrate advocacy for a comprehensive school counseling program

- a. Model school counselor advocacy components to promote school counseling program development and student success
- b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- c. Explain the benefits of a comprehensive school counseling program for all stakeholders including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders
- d. Articulate and provide rationale for appropriate activities for school counselors
- e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors
- f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks
- g. Participate in school counseling and education-related professional organizations

B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program

- a. Act as systems change agent to create an environment promoting and support student success
- b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success
- c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
- d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

DIRECT AND INDIRECT STUDENT SERVICES

B-SS 1. Design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

- a. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
- b. Assess cultural and social trends when developing and choosing curricula
- c. Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction

- e. Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes
- f. Use a variety of technologies in the delivery of lessons and activities
- g. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
- h. Analyze data from lessons and activities to determine impact on student outcomes

B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings

- a. Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
- b. Use assessments to help students understand their abilities, values and career interests
- c. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
- d. Help students cross reference individual assessment results (e.g., MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
- e. Help students understand how academic performance relates to the world of work, family life and community service
- f. Help students understand the importance of postsecondary education and/or training as a pathway to a career
- g. Help students and families navigate postsecondary awareness, exploration, admissions and the financial aid process
- h. Connect students to workplace experiences to deepen understandings and explore career interests

B-SS 3. Provide short-term counseling in small-group and individual settings

- a. Use data to identify students in need of counseling intervention
- b. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success
- c. Explain the difference between appropriate short-term counseling and inappropriate long-term therapy
- d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
- e. Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

B-SS 4. Make referrals to appropriate school and community resources

- a. Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues
- b. Communicate the limits of school counseling and the continuum of mental health services
- c. Articulate why diagnoses and long-term therapy are outside the scope of school counseling

B-SS 5. Consult to support student achievement and success

- a. Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success
- b. Share strategies that support student achievement with families, teachers, administrators, school staff and community organizations
- c. Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise
- d. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

- a. Partner with others to advocate for student achievement and educational equity and opportunities
- b. Explain the potential for dual roles with families and other caretakers
- c. Identify and involve appropriate school and community professionals as well as the family in a crisis situation
- d. Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

PLANNING AND ASSESSMENT

B-PE 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district

- a. Analyze personal, district and state beliefs, assumptions and philosophies about student success
- b. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
- c. Analyze the school's vision and mission
- d. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved
- e. Create a school counseling mission statement aligned with school, district and state missions
- f. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

B-PE 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

- a. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities
- b. Review, disaggregate and interpret student achievement, attendance and discipline data
- c. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

B-PE 3. Develop annual student outcome goals based on student data

- a. Use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans
- b. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement
- c. Use student data and results from survey tools to monitor and refine student come goals
- d. Communicate student outcome goals to administrators, teachers, other school staff and stakeholders

B-PE 4. Develop and implement action plans aligned with student outcome goals and student data

- a. Design and implement school counseling action plans aligned with school and annual student outcome goals and student data
- b. Determine appropriate students for the target group of action plans based on student, school and district data
- c. Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans
- d. Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- e. Identify appropriate resources needed to implement action plans
- f. Identify intended impact on academics, attendance and discipline as result of action plan implementation

- g. Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research

B-PE 5. Assess report program results to the school community

- a. Explain concepts related to program results and accountability within a comprehensive school counseling program
- b. Review progress toward annual student outcome goals
- c. Analyze data to assess school counseling program effectiveness and to inform program development
- d. Collaborate with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared
- e. Use data to demonstrate the value the school counseling program adds to student achievement
- f. Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty, staff, families, school board and stakeholders

B-PE 6. Use time appropriately according to national recommendations and student/school data

- a. Articulate the distinction between direct and indirect student services
- b. Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component
- c. Articulate the best use of a school counselor's time to meet student needs as identified through student data and annual student outcome goals
- d. Organize and manage time to effectively implement a comprehensive school counseling program using skills including scheduling, publicizing and prioritizing time
- e. Create annual and weekly calendars to plan activities reflecting annual student outcome goals
- f. Identify, evaluate and participate in fair-share responsibilities

B-PE 7. Establish agreement with the principal and other administrators about the comprehensive school counseling program

- a. Complete management templates for the school counseling program with other members of the school counseling staff
- b. Discuss school counseling annual agreement with the principal and/or supervising administrator to formalize delivering, managing and assessing the comprehensive school counseling program
- c. Explain and model the appropriate role of the school counselor and the organization of the school counseling program
- d. Explain annual student outcome goals, their basis in student data and their alignment with the school improvement plan
- e. Advocate for the appropriate use of school counselor time based on national recommendations and student needs
- f. Finalize the school counseling annual agreement after presentation to and discussion with the principal and/or supervising administrator

B-PE 8. Establish and convene an advisory council for the comprehensive school counseling program

- a. Determine appropriate education stakeholders for representation on the advisory council
- b. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the comprehensive school counseling program
- c. Explain and discuss school data, school counseling program assessment and annual student outcome goals with the advisory council
- d. Record advisory council meeting notes, and distribute as appropriate
- e. Analyze and incorporate feedback from the advisory council related to annual student outcome goals as appropriate

B-PE 9. Use appropriate school counselor performance appraisal process

- a. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the comprehensive school counseling program
- b. Explain how school counseling activities fit within categories of a performance appraisal instrument
- c. Utilize components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

Implementation Steps

1. Conduct and analyze self-assessment related to school counseling professional standards and competencies. For example, complete an annual ASCA School Counselor Professional Standards & Competencies assessment to inform professional development goals.
2. Stay current with school counseling research and best practices. Read school counseling journals for the latest research and magazines and websites for the latest in best practice.
3. Use personal reflection, consultation and supervision to promote professional growth and development. For example, reflect on how the selected mindset and behavior standards serve as the foundation for instruction, appraisal, advisement and counseling.
4. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations. For example, use the ASCA National Model's annual administrative conference template to organize the scheduling of professional development activities and share how these activities help the school counseling program and the school reach its goals.
5. Use district or state evaluation initiatives for planning and assessment. For example, incorporate district school improvement goals as part of a professional development plan.

Adapted from the American School Counseling Association Standards

ASCA Ethical Standards for School Counselors

The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism. They guide school counselors' decision-making and help standardize professional practice to protect both students and school counselors.

The ASCA Ethical Standards:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling profession.

A. RESPONSIBILITY TO STUDENTS

A.1. Support Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with the students' academic, career and social/emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.
- g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- h. Provide effective, responsive interventions to address student needs.
- i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.
- j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

- a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.

- b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of the students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the students' assent/consent.
- c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
- d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.
- e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- f. Recognize their primary ethical obligation for confidentiality is to the student but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.
- g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
- h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all the following conditions:
 - 1) Student identifies partner, or partner is highly identifiable
 - 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
 - 3) Student refuses
 - 4) School counselor informs the student of the intent to notify partner
 - 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
- j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
- k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state, and local laws and board policy.
- l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational

record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.

- m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
- n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- o. Avoid using software programs without technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

- a. Collaborate with administration, teachers, staff and decision-makers around the school improvement goals.
- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/emotional development opportunities for all students.
- c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socioeconomic status and/or other relevant classifications.
- d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
- e. Collect participation, Mindsets & Behaviors and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the annual student outcome goals and action plans are aligned with districts' school improvement goals.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Plans

School counselors:

- a. Collaborate with administration, teachers, staff, and decision-makers to create a culture of post-secondary readiness.
- b. Provide and advocate for individual students' pre-K – post-secondary college and career awareness, exploration and post-secondary planning and decision-making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- d. Provide opportunities for all students to develop the ASCA Mindsets & Behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g. counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

- b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.
- c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.
- d. Do not use personal social media, personal email accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

- a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- c. Connect students with services provided through the local school district and community agencies and remain aware of the state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families in making referrals to outside resources for student and/or family support.
- f. Attempt to re-establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.
- g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately assess, counsel and assist the student.
- h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

- a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- b. Inform parent/guardian(s) of student participation in small groups.
- c. Screen students for group membership.
- d. Use data to measure member needs to establish well-defined expectations of group members.
- e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.
- f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- g. Facilitate groups from the framework of evidence-based or research-based practices.
- h. Practice within their competence level and develop professional competence through training and supervision.
- i. Measure the outcomes of group participation (process, perception and outcome data).
- j. Provide necessary follow-up with group members.

A.8. Student Peer-Support Program

School counselors:

- a. Safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

A.9. Serious and Foreseeable Harm to Self or Others

School counselors:

- a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligation to report the concern to the appropriate authorities unless it is appropriate to withhold information to protect the student (e.g., student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears to be relatively remote, parents should be notified.
- b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.
- c. Do not release a student who is in danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.

- d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

- a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.
- c. Identify resources needed to optimize education.
- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career, and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

- a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under the Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrators as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or other federal, state or school board violation.
- b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12 Student Records

School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in meeting the criteria of sole-possession records.
- d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points, when possible, to provide students and families with accurate, objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program assessments to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.14. Technical and Digital Citizenship

School counselors:

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.

- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and mitigate the limitation of virtual/distance school counseling.
- e. Inform both the student and the parent/guardian of the benefits and limitations of virtual/distance counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstanding that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/guardians as appropriate.
- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.
- c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/emotional domains that promote and enhance the learning process for all students.
- f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and the student.
- g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.

- i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

B.2. Responsibilities to the School

School counselors:

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- c. Advocate for a school counseling program free of non-school-counseling assignment identified by "The ASCA National Model: A Framework for School Counseling Programs" as in appropriate to the school counselor's role.
- d. Provide leadership to create systemic change to enhance the school.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
- f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
- g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the counselor to the extent feasible, consistent with applicable law and policy.
- h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.
- i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.
- j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.
- k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.
- l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.
- m. Promote cultural competence to help create a safer more inclusive school environment.
- n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
- o. Promote equity and access for all students through the use of community resources.
- p. Use culturally inclusive language in all forms of communication.
- q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/admission officers, physical therapists, occupational therapists, speech pathologists, administrators.
- r. Work responsibly to remedy work environments that do not reflect the profession's ethics.
- s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

- a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.

- b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.
- e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.
- f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.
- g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.
- h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.
- i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.
- j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.
- k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
- l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.
- m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

School counselor administrators/supervisors support school counselors in their charge by:

- a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.
- b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.
- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.

- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

- a. Are licensed and certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to-face and virtual communication (e.g., absence of verbal cues and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- k. Use evaluation tools measuring the competence of the school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.
- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide:

- a. School counselors consult with professional colleagues to discuss potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective districts and states.

- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, a referral for review and appropriate action should be made in the following sequence:
 - a. State school counselor association
 - b. American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314).

F. ETHICAL DECISION MAKING

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisor use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2011):

- a. Define the problem emotionally and intellectually
- b. Apply the ASCA Ethical Standards for School Counselors and the law
- c. Consider the students' chronological and developmental levels
- d. Consider the setting, parental rights and minors' rights
- e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- f. Determine potential courses of action and their consequences
- g. Assess the selected action
- h. Consult
- i. Implement the course of action

Implementation Steps

1. Practice in accordance with the ASCA Ethical Standards for School Counselors.
2. Adhere to legal responsibilities of the role of the school counselor.
3. Adhere to the ethical and statutory limits of confidentiality.
4. Fulfill legal and ethical obligations to families, teachers and administrators.
5. Consult with school counselors and other education, counseling and legal professionals.
6. Resolve ethical dilemmas by employing an ethical decision-making model.
7. Model ethical behavior.
8. Engage in continual professional development.

Reflection

Foster growth in implementing the defining documents and reflect on:

1. How the ASCA Ethical Standards for School Counselors inform practice
2. How the ASCA School Counselor Professional Standards & Competencies inform professional growth
 - a. How the ASCA Mindsets & Behaviors for Student Success:
 - i. Were intentionally and carefully selected
 - ii. Serve as the foundation for instruction, appraisal, advisement and counseling
 - iii. Are reviewed or revised each year

Adapted from the American School Counseling Association Standards

School Social Work National Standards for Social-Emotional Learning

Goal 1: Self-Awareness

Learn to recognize and assess one's feelings, interests, strengths and challenges

	Early Childhood & Early Elementary	Late Elementary	Middle School	High School
Emotions	Name and label emotions in self	Examine emotions and impact on others	Analyze how thoughts and emotions affect behavior and relationships	Evaluate and analyze how expressing emotions in different settings/situations affects others (home, school, work and community)
Strengths, Interests and Challenges	Tell of own uniqueness; state likes, dislikes, strengths and challenges	Demonstrate understanding and acceptance of uniqueness and challenges of others	Analyze how personal qualities influence behavior and relationships	Analyze, evaluate and implement a plan to build strengths, meet a need or address a challenge
Similarities and Differences	State how people are alike and different; gain awareness that differences are acceptable	Demonstrate acceptance of uniqueness in other social and cultural groups	Explain how individual	Analyze, evaluate and implement strategies for being respectful of others and opposing stereotypes and prejudice

Goal 2: Self-Management

Build and maintain positive peer, family, school and work relationships

	Early Childhood & Early Elementary	Late Elementary	Middle School	High School
Emotions and Behavior	Identify feelings words and faces; use language to express feelings; identify feelings by looking at others; control impulses	Identify feelings in self and others; use language to express feelings; develop positive coping skills to deal with emotions; understand how one's behavior affects another	Identify feelings, strengths and weaknesses within self; identify feelings within others; improve positive coping skills to handle feelings, including stress; be able to understand feelings within the context of a relationship with others; understand how one's behavior and choices affects others	Identify feelings and how others react to expressing one's own feelings; be able to understand feelings within the context of a relationship with others; understand how one's behavior and choices affect others
Goal Setting	State goals, likes, wants, dislikes and one's strengths	Express goals, likes, wants, dislikes, strengths and create plans to achieve goals	Identify and express strengths, weaknesses and goals; create plans to achieve goals; be able to recognize resources (within community, peer, school, teacher) that will assist in achieving goals; evaluate why one did or did not achieve a goal and adjust plans accordingly	Identify and express strengths, weaknesses and goals, including create and monitor plans to achieve goals; follow plan to achieve goals; analyze plan that was used to achieve goals and why one did or did not achieve a goal; be able to recognize resources (community, peer, school, teacher) that will assist in achieving goals
Support Systems	Identify friends, adults in the school and within the community; know how to go to for help in school and the community; identify safe and unsafe people within the community	Identify peers, adults in the school and within the community; know who to go to for help in school and the community; recognize safe and unsafe people within the community; and safe and unsafe	Identify peers, adults in the school and within the community; identify people who are supportive and can assist one in achieving goals and ones who deter from goals; know who to go to for help in school and the community; recognize safe and unsafe behavior; be able to make decisions that will	Utilize school and community resources; identify people who are supportive (i.e. peers, adults, and within the community) and can assist in achieving goals and ones who deter from goals; know whom to go to for help in school and the community; recognize safe and unsafe behavior; make decisions independently that will support one's decisions and

		behavior	support one's goals	understand the rationale for one's own decisions
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Goal 3: Social Awareness

Recognize and express acceptance of the thoughts, feelings and perspectives of others in a variety of social and cultural settings

	Early Childhood & Early Elementary	Late Elementary	Middle School	High School
Behaviors of Inquiry	Observe the interactions of others, recognize others' feelings; and express curiosity about the world in which they live	Listen to feedback from others regarding their behavior; inquire about others' families and backgrounds, and gain age-appropriate material on different cultures	Inquire about how groups interact with other groups; how group interaction influences behavior, and begin to research cultural differences and similarities	Examine how systems and structures foster or limit communication and relationships among those of similar and different backgrounds
Understanding the Complexity of Environment	Recognize that the world consists of many different social relationships that make up the environment in which they live	Recognize that the world is a very complex place and other people's experiences are different from their own	Explore what resources exist in the community that promote social interaction; identify the effect of people's behavior on others; and imagine ways to improve the quality of their group interactions	Engage in activities that involve interactions with people who are different from themselves, and approach these interactions with curiosity and sensitivity toward others' perspectives, needs and feelings
Empathy Toward Others	Observe how people engage with each other and recognize how others' feelings might be similar or different than their own	Recognize how personal behavior helps or harms social relationships and interactions	Show awareness of similarities and differences in thoughts, feelings and perspectives of others and join teams and affinity groups as a result	Analyze own behavior, consider others' thoughts, feelings and perspectives and make adjustments accordingly prior to taking action
Awareness of Social Norms	Begin to understand the socially created rules for interaction that govern human relationships with peers, adults and school settings	Identify social norms and considerations that guide behavior in peer interactions, with adult figures such as teachers, and school settings	Examine how social norms and expectations of authority influence personal decisions and actions with youth and adults	Express acceptance of social norms in different societies and cultures with youth and adults, including the importance of education in achieving life ambitions
Identifying Individual and Group Similarities and Differences	Describe the ways that people are similar and different, including the positive qualities of others	Identify differences among and contributions of various social and cultural groups; demonstrate how to work effectively with those who are different from oneself	Explain how individual, social and cultural differences may increase vulnerability to bullying; identify ways to address it; and analyze the effects of taking action	Demonstrate respect for individuals from different social and cultural groups by opposing stereotyping and prejudice; analyze the origins and negative effects of stereotyping and prejudice; explore strategies for being respectful of others; and evaluate how advocacy for the rights of others contributes to the common good

Appropriate Levels of Interaction	Learn from interactions with others; how to modify their behavior to meet their own and others' needs	Consciously consider the impact of their behavior on others and make effective behavioral choices	Overcome their fear of the judgment of others and take appropriate risks to engage with others; make effective choices	Recall past successes; make effective behavioral choices leading to less emotional and more beneficial outcome than in previous interactions
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Goal 4: Relationship Skills

Build and maintain positive peer, family, school, work and community relationships

	Early Childhood & Early Elementary	Late Elementary	Middle School	High School
Cooperation	State reasons for the importance of cooperating with others and that cooperating requires sharing and taking turns	Explain the importance of encouraging others and doing their part	Determine the benefits of being cooperative; explore and practice compromise and including others	Describe and apply negotiation skills
Communication	State basics of two-way communication (speaking and listening)	Learn the various techniques for improving communication including speaking and listening skills; how to ask for help when needed	Articulate the difference between passive aggressive and assertive communication styles; recognize the learning benefits or drawbacks of each	Demonstrate a personal communication style and consistently use clear communication with peers, teachers, family and adults
Resisting Peer Pressure	Identify safe and unsafe situations with peers and feelings associated with each	Identify and practice peer pressure situations and learn various techniques for resisting negative peer pressure	Demonstrate ways to positively influence others; expand knowledge of ways to resist negative peer pressure	Demonstrate an individual identity; demonstrate the ability to choose adults who will be a positive influence on self and future choices
Conflict Resolution	Tell what conflict is and feelings associated with it; list healthy ways to express feelings and manage anger	Describe various techniques for managing conflict; explain why and how to ask for help when needed; demonstrate ways to express anger in a healthy and socially acceptable manner	Demonstrate healthy ways to resolve conflicts with others; explore the possible outcomes/consequences of communicating angry feelings inappropriately	Analyze conflict/anger producing situations; work with others to mediate such situations

Goal 5: Decision-Making

Develop and demonstrate decision-making skills and responsible behaviors in all personal, school, family and community contexts

	Early Childhood & Early Elementary	Late Elementary	Middle School	High School
Identifying & Evaluating Choices	Define what it means to make a choice	Understand and explain choices when interacting with others	Demonstrate an understanding of how choices impact academic performance and personal success	Analyze how the choices you make impact college and career options
Problem-Solving	Recognize there are positive and negative choices and consequences	Explain the possible outcomes associated with different choices and generate alternative solutions and long-term outcomes of decisions on self and others	Analyze and explain the short- and long-term positive and negative outcomes of decisions on self and others	Reflect upon choices and apply information gained to future situations
Taking Responsibility	Identify personal responsibilities at school	Begin to assume ownership for individual responsibilities	Explain how actions impact personal success, peer interactions, family relationships and community	Use past experiences to evaluate how actions impact future relationships, college and career choices and utilize for self-improvement

Adapted from the School Social Work Association of America (SSWAA)

Supplemental Ethical Standards for School Social Work

School social workers use a wide range of evidence-based strategies to ensure that students are in the classroom physically and mentally ready to learn. They utilize a strength-based approach that views students and organizations as parts of systems. The functioning of and relationships within and between systems are enhanced to improve student learning. School social workers go into the greater community to engage families and community organizations to create better outcomes for students (e.g., increased academic achievement, safety, attendance, and social emotional-behavioral functioning).

The National Association of Social Workers (NASW) Code of Ethics is the primary ethical guidance for social workers, including school social workers, but social workers may use ethical standards from other related professions for ethical guidance (NASW Code of Ethics, p.3). Additional guidance is provided in the NASW Standards for School Social Work Services.

The School Social Work Association of America (SSWAA) developed an Ethical Guidelines Series that addresses issues related to school social work practice in host settings, group work, and the privacy of minor students. Other sources that informed the development of these supplemental ethical standards include federal law (Family Educational Rights and Privacy Act, Individuals with Disabilities Education Act, Protection of Pupil Rights Amendment), Principles for Professional Ethics (National Association of School Psychologists, 2010), Ethical Standards for School Counselors (American School Counselor Association, 2010), and Ethical Decision Making in School Mental Health (Raines and Dibble, 2011).

These supplemental ethical standards build on the values, principles, and ethical standards articulated in the NASW Code of Ethics. They 1) specifically address issues critical to school social work practice but not addressed in the NASW Code of Ethics, and 2) are in addition to and do not in any way supplant the NASW Code of Ethics. Issues addressed include responsibilities to clients and stakeholders, parent rights and participation, collaborative decision-making, sharing and protecting confidential information, differential treatment of minor students, consent for services, advocacy, knowledge of laws and school district policies, assessment for school-based services, contributions to the profession, and ethical decision-making.

Supplemental Ethical Standards

Ethical Responsibilities

1. School social workers have a primary ethical responsibility to students and secondary ethical responsibilities to other stakeholders.

Student Autonomy and Parent Involvement

2. School social workers encourage the participation of parents in decisions that affect their children and strive to empower parents with the knowledge and skills to act in the best interests of their children.
3. School social workers support the developing autonomy of students as they mature from childhood to adolescence to adulthood and utilize a collaborative decision-making process, consistent with students' age, development, and mental health.
4. School social workers seek to balance: 1) the legal and ethical rights of students to privacy, confidentiality and self-determination; 2) school social workers' primary responsibility to promote the well-being of students; and 3) the rights of parents to be informed of and provide consent for activities in which their minor children are involved. School social workers share the limits of privacy, confidentiality and self-

determination with students and parents initially and as needed, throughout the social worker-client relationship.

Confidentiality

5. School social workers take appropriate and necessary proactive and reactive measures to protect the confidentiality of students and families, including, but not limited to, in individual and student group social-emotional-behavioral interventions.
6. School social workers share information about students and families only with professional colleagues who need this information to provide instruction or services, consistent with state and federal statutes and local school district policy.

Consent for Services

7. School social workers obtain active or passive consent to provide services to students consistent with state and federal statutes and local school district policy and practice; however, some services may not require prior consent, including, but not limited to building team services (e.g. consultation, progress monitoring, and classroom observations) and immediate interventions to address health and safety emergencies. School social workers may provide services to mature minor students without active consent from parents where legally permissible and consistent with local school district policy and practice. Age, development, mental health, disabilities and the presenting issue(s) are all considered when determining if a student has the capacity to assent to services without prior active consent from a parent.

Advocacy

8. School social workers advocate for the rights of students and families in school and community settings.

Knowledge of Laws and Policy

9. School social workers are knowledgeable about: 1) state and federal laws and local school district policies related to the delivery of school social work services; and 2) authoritative sources from which to obtain information when questions arise.

Evidence-Based Practice

10. School social workers utilize reliable and valid screening and assessment instruments and strategies that: 1) they are competent to utilize; 2) are appropriate for the student(s); and 3) achieve the purpose(s) of the screening or assessment.
11. School social workers: 1) utilize available evidence-based strategies and programs; 2) analyze available data to guide their practice; and 3) regularly evaluate their practice to improve services.

Contributions to the Profession

12. School social workers contribute to the profession in a variety of ways. Examples include: 1) educating others about how school social work services contribute to student success; 2) mentoring practicum students and school social workers new to the profession; and 3) joining and actively supporting state and national school social work professional associations.

Ethical Decision-Making

13. School social workers utilize ethical decision-making processes to help manage ethical predicaments in the best interests of clients and stakeholders, such as proposed by Raines and Dibble (2011):

- (1) Know yourself and your professional responsibilities.
- (2) Analyze the predicament.
- (3) Seek consultation.
- (4) Identify courses of action.
- (5) Manage clinical concerns.
- (6) Implement the decision.
- (7) Reflect on the process.

Adapted from the School Social Work Association of America (SSWAA)

Manage

Use of Data

Use of Time

Non-Counseling Professional Responsibilities



Erie 1 BOCES Comprehensive K-12 Counseling Plan

The Management System

The Management System describes the various organizational processes and tools necessary to manage a school counseling program. School counselors will analyze their site data, develop plans of action to meet objectives, abide by a master calendar and provide organizational activities. "Management systems include efforts by administration to support school counselors in delivering the program.

Administrators work collaboratively with school counselors to analyze student data and develop action plans and implementation timelines." School counselors develop calendars with regard to program implementation, monitoring student progress and maximizing time spent carrying out the school counseling program.

Use of Data

A comprehensive School counseling program is data-driven. Therefore, the use of data to effect change is integral to ensuring that every student is benefiting from the school counseling program. Activities implemented as a part of the school counseling program should be the result of careful analysis of student needs, achievement and related data. The use of data demonstrates accountability and progress toward goals. Data monitors student progress and provides a guide on where to focus resources, programs, interventions and strategies to meet students' needs and ensure school success.

School counselors monitor student progress through three types of data:

Student Achievement Data measures student academic progress including:

- Standardized test data
- Grade point average
- SAT and ACT scores
- Graduation rate
- Achievement levels
- Promotion and retention rates
- Dropout rates
- Specific academic programs (academic honors, college prep., etc.)

Achievement-related Data is correlated with academic achievement including:

- Course enrollment patterns
- Discipline referrals
- Suspension rates
- Alcohol, tobacco and other drug violations
- Attendance rates
- Parent/guardian involvement
- Participation in extracurricular activities
- Homework completion rate

Standards and Competency-Related Data measures student mastery of the competencies delineated in the ASCA National Standards. The data includes:

- Percentage of students with a four-year plan
- Percentage of students who have participated in an internship
- Percentage of students who have set and attained academic goals

Disaggregate Data is used to determine if there are any groups of students who may not be doing as well as others. The data may include:

- Ethnicity
- Gender
- Language
- Socio-economic status
- Special education
- Vocational

Program Evaluation Data is used to determine the school counseling program's impact. The Student Counseling Team evaluates Process, Perception and Results data.

Process Data provides evidence that events occurred and describes the way the program is conducted and if it follows the prescribed practice.

Perception Data measures what students and others observe or perceive, knowledge gained, attitudes and beliefs held, and competencies achieved.

Results Data measures the impact of an activity or program and shows if the program has had a positive impact on students. Results data may include:

- Attendance data
- Discipline referral data
- Graduation rate

Data Over Time is necessary to determine the true impact of the school counseling program. This may include the review of immediate and long-range data. Data will drive program decision making.

Action Plans

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the Student Counseling Team intends to achieve the desired result. The action plan is utilized with the school counseling curriculum. The action plan should contain:

- Domains and standards to be addressed
- Student competencies to be addressed
- Description of the actual school counseling activity to be provided
- Title or name of the curriculum to be used
- Timeline for completion of activity
- Person(s) responsible for the delivery of the activity
- Means of evaluating student success
- Data driving the decision to address the competency
- Expected results for students

Erie 1 BOCES Comprehensive K-12 Counseling Plan

Use of Time

The Student Counseling Team recognizes and values the time spent providing direct services to students. They should keep track of their time and document activities performed throughout the day. This will allow the team and the administrators the opportunity to determine the amount of time being spent delivering services to students and non- school counseling activities. Program delivery and direct counseling services for students can be increased by reassigning non- counseling activities when possible.

Appropriate Activities	Inappropriate Activities
Advisement and appraisal for academic planning	Building the master schedule
Orientation, coordination and academic advising for new students	Coordinating paperwork and data entry of all new students
Interpreting cognitive, aptitude, or achievement tests	Coordinating cognitive, aptitude and achievement testing programs
Providing counseling to students who are tardy or absent	Signing excuses for students who are tardy or absent
Providing counseling to students who have disciplinary problems	Performing disciplinary actions or assigning discipline consequences
Providing short-term individual and small-group counseling services to students	Providing long-term counseling in schools to address psychological disorders
Consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	Covering classes when teachers are absent or to create teacher planning time
Interpreting student records	Maintaining student records
Analyzing grade-point averages in relationship to achievement	Computer grade-point averages
Consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	Supervising classrooms or common areas
Protecting student records and information per state and federal regulations	Keeping clerical records
Consulting with the school principal to identify and resolve student issues, needs and problems	Assisting with duties in the principal's office
Advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	Coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
Analyzing disaggregated school-wide and school counseling program data	Serving as a data entry clerk

Calendars

The Student Counseling Team maintains calendars outlining events to ensure students, parents/guardians, teachers and administrators know when and where activities will be held.

The American School Counselor Association encourages school counselors (and for our purposes, school social workers as well) to protect their time so that 80 percent of time is spent in direct service to students, staff and families. The remainder of the time is spent on program management.

School counselors and school social workers are encouraged to allocate time based on program priorities and needs. The reduction of non-counseling activities will provide more direct services to, and contact with, students including prevention and intervention programs.

Since counseling duties should be focused on the overall delivery of the school counseling program, a limited amount of time should be devoted to indirect services or system support.

Direct Student Services				
School Counseling Core Curriculum		Individual Student Planning		Response Services
Classroom Counseling Lessons	Group Counseling Lessons	Appraisal	Advisement	
Planned and written curriculum designed to deliver academic, personal/social, and career classroom lessons. (e.g., study skills, career exploration, testing prep, college planning, career exploration, resilience, suicide prevention)	Planned and written academic, personal/social, and career group lesson. (e.g., college fairs, career fairs, financial aid night, college visits, group workshops, class meetings, financial aid workshops)	Assisting individual students explore future options by examining their abilities, interests, and skills (e.g.: assessing completion of grad requirements, check-in/check-out, PSAT/ACT/SAT performance, career surveys, college searches)	Helping individual students make educational plans that support their academic, career and personal/social goals. (e.g., 4/6-year plans, financial aid planning, course selection, college planning, career planning)	Short-term individual, group, or school-wide counseling services designed to respond to an immediate need or concern. (e.g., crisis response services, peer mediation, crisis planning, individual counseling small group counseling)
Indirect Student Services				
Referrals		Consultation		Collaboration
Directing students and parents to school and/or community resources to advance student's personal/social, academic, and/or career development. (e.g., tutoring, mental health services, scholarships, SAT prep., SST, 504, etc.)		Consultation with other school staff, parents or community services to support student's personal/social, academic, and/or career development (parent consultations, teacher consultations, MFLC consultation, etc.)		Partnering with teachers, administrators, parents and community stakeholders to advocate for all students. (e.g., SIT, SST, resources sharing, joint presentations, committees, school boards,)
System Supports (non-counseling professional responsibilities)				
Program Foundation Management & Accountability			Fair Share Responsibilities	
Organizing and maintaining the factors that fall under the foundation and management components of the National ASCA model (e.g., mission and vision, data analysis, action plans, calendars, etc.)			Fair share responsibilities are activities that all school faculty staff contribute to, including school counselors. (e.g., lunch duty, bus duty, proctoring assessments, consultation for the master schedule)	

Adapted from The ASCA National Model: A Framework for School Counseling Programs

Erie 1 BOCES Comprehensive K-12 Counseling Plan

Distribution of Time

	% Of Time Spent per Program		
	CTE	Alternative Ed	Special Ed
Direct & Indirect Services			
School Counseling Curriculum	10	18	16
Individual Student Planning	17	38	37
Responsive Services	53	26	37
System Support	20	18	10

Annual Calendar

Month	Activities and Initiatives by Program		
	CTE	Alternative Ed	Special Ed
September	<ul style="list-style-type: none"> - Open House - Classroom guidance about returning to school, mental health 	<ul style="list-style-type: none"> - Team-Building Roll-Out - Staff-Student Kickball game - Second Step Roll-Out - Open House 	<ul style="list-style-type: none"> - Open House - Staff-Student Kickball game - Second Step Roll-Out - Homecoming Week
October	<ul style="list-style-type: none"> - Breast Cancer Awareness - Red Ribbon Week - Unity Day - Anti-Bullying 	<ul style="list-style-type: none"> - School-wide door decorating contest - School-wide parade - School-wide Halloween activities 	<ul style="list-style-type: none"> - Red Ribbon Week - Spirit Week - Transition Planning - Parent-Teacher Night - Halloween Activities - Bullying Prevention - Transcript Review - Senior Meetings
November	<ul style="list-style-type: none"> - Food Drive - College Fair - Family/Holiday Helping Hands - NTHS Induction - Staff Development 	<ul style="list-style-type: none"> - School-wide door decorating contest - Staff and student Thanksgiving Dinner - Staff Development 	<ul style="list-style-type: none"> - Parent-Teacher Conferences - Transition Planning - Staff Development - FAFSA
December	<ul style="list-style-type: none"> - Clothing Drive - 10th Grade Visits - Family/Holiday Helping Hands 	<ul style="list-style-type: none"> - School-wide door decorating contest - School-wide holiday activities 	<ul style="list-style-type: none"> - Holiday Activities - Parent-Teacher Conferences
January	<ul style="list-style-type: none"> - Blood Drive - 8th Grade Visits 	<ul style="list-style-type: none"> - MLK Recognition - Civil Rights Movement Recognition 	<ul style="list-style-type: none"> - MLK Recognition
February	<ul style="list-style-type: none"> - Healthy Relationships - Senior Interviews 	<ul style="list-style-type: none"> - Black History Month Recognition - School-wide interactive art/technology project 	<ul style="list-style-type: none"> - Black History Month Recognition - Parent-Teacher Conferences
March	<ul style="list-style-type: none"> - Staff Development - Potential Student Visits and Shadowing - Student Appreciation Day - Staff Development 	<ul style="list-style-type: none"> - Mardi Gras pancake breakfast - Women's Rights Movement Recognition - Staff Development 	<ul style="list-style-type: none"> - Parent-Teacher Conferences - Dr. Seuss Week - Staff Development
April	<ul style="list-style-type: none"> - Potential Student Visits and Shadowing - New Student Orientation and Visits 	<ul style="list-style-type: none"> - School-wide Treasure Hunt 	<ul style="list-style-type: none"> - Ice Cream Social
May	<ul style="list-style-type: none"> - Potential Student Visits and Shadowing - New Student Orientation and Visits - Honor Society Breakfast 	<ul style="list-style-type: none"> - Exit interviews - Transition planning - High school tours 	<ul style="list-style-type: none"> - Career Exploration
June	<ul style="list-style-type: none"> - Senior Award Ceremony - Senior Picnic - Staff Development 	<ul style="list-style-type: none"> - Field Day Activities 	<ul style="list-style-type: none"> - End-of-Year Activities - Suicide Prevention
Ongoing	<ul style="list-style-type: none"> - WNY Counselor Monthly meeting 	<ul style="list-style-type: none"> - Mental Health agency visits 	<ul style="list-style-type: none"> - Monthly incentives

	<ul style="list-style-type: none"> - Faculty Morale activities - Clothes Closet - Truancy Intervention and Preventions (TIPS) 	<ul style="list-style-type: none"> - Suicide Prevention - Social Work focus group - Weekly snack cart - Second Step - Team-Building - Class meetings/circles - Student tours/intake meetings - Support for students attending CTE - Restorative Practices 	<ul style="list-style-type: none"> - Weekly SEL - Second Step - Restorative Practices - Classroom guidance - School store - Monthly Mental Health Moment - ABA - Team-Building - Social Worker Focus Group - Peer Mentor Program - ACCES-VR
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Contribution to Fair-Share Responsibilities

	CTE	Alternative Ed	Special Ed
School-wide testing or proctoring	X	X	X
Master schedule consultation	X	X	X
Playground, bus, or cafeteria duty	X	X	X
Monitoring hallways between classes	X	X	X
Chaperoning field trips	X		X
Service on school or district committees	X	X	X
Sponsoring school clubs	X		X

Deliver

The Delivery System
Exceptional Education Plan
Special Education Plan
Career and Technical Education Plan



The Delivery System

The Delivery System outlines the activities, interactions and areas in which school counselors work to deliver the program. The Delivery System and Management System are intertwined throughout the process. Within the Delivery System, there are four components: school counseling curriculum, individual student planning, responsive services and system support. All activities of the school counseling program are included in one of the four areas of the Delivery System.

School Counseling Curriculum

The school counseling curriculum consists of a written instructional program that is “comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered by school counselors and other educators.” The designed lessons and activities are delivered to every student and promote knowledge, attitudes and skills through instruction in the three content areas: academic development, career development and personal/social development. The Student Counseling Team is responsible for planning, designing, implementing and evaluating the curriculum. The curriculum is aligned with the American School Counselor Association (ASCA) National Standards and the school district’s academic goals.

The curriculum is delivered through strategies such as:

- Classroom Instruction
- Interdisciplinary Curriculum Development
- Group Activities
- Parent Workshops and Instruction

Individual Student Planning

Individual student planning consists of school counselors and school social workers “coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans.” Activities may include helping students plan, monitor and manage their own learning as well as meeting competencies in the areas of academic, career and personal/social development.

Individual planning with students is implemented through strategies such as:

- Individual or Small Group Appraisal
- Individual or Small Group Advisement

Responsive Services

The Responsive Services component consists of “activities to meet students’ immediate needs and concerns. These needs or concerns may require counseling, consultation, referral, peer facilitation or information.” This component is available to all students and is often initiated by student self-referral; however, teachers, parents/ guardians or others may also refer students for assistance. The support of other educational professionals is necessary for successful implementation. A range of services is available (from early intervention to crisis response).

Responsive services are delivered through strategies such as:

- Consultation
- Individual and Small Group Counseling
- Crisis Counseling
- Conflict Resolution
- Safety Team
- Student Support Team
- Referrals to Other Social and Community Services

- Peer Facilitation

System Support

System Support consists of activities that establish, maintain and enhance the school counseling program. The Student Counseling Team, through leadership and advocacy skills, promotes systemic change by contributing in ongoing:

Professional Development

- in-service training/conferences
- professional association membership
- post-graduate education
- contributions to professional literature
- reflective practices

Consultation, Collaboration and Teaming

- consultation with teachers, staff members and parents
- partnering with staff, parents/guardians, community
- community outreach
- advisory councils
- district committees

Program Management and Operations

- management activities
- data analysis
- fair share responsibilities

Public Relations

- providing community, staff and parents updated information regarding the school counseling program and its goals.

Adapted from the ASCA National Model: A Framework for School Counseling Programs



Special Education Plan

Erie 1 BOCES Comprehensive K-12 Counseling Plan

K-8 Special Education

Service/Activity	Domain (A/C/P)	Grade/Level	Timeline	Staff Involved	Delivery System Component
Second Step	P	K-8	Weekly push-ins; daily reinforcement	Homeroom teachers, social workers, school counselors	School Counseling Curriculum
Restorative Practices	A, P	K-8	2x/week circles	Homeroom teachers, social worker, school counselor	School Counseling Curriculum
Career Exploration	A, C	6-8	May	School counselor	Individual Student Planning
Transition Planning	A, C	6-8	November	School counselor, social worker	Individual Student Planning
Individual Counseling	A, C, P	K-8	As indicated per IEP mandates	Social worker	Responsive Services
Group Counseling	A, C, P	K-8	As indicated per IEP mandates	Social worker	Responsive Services
Crisis Counseling/Intervention	P	K-8	As needed	Social worker, school counselor, crisis support staff, behavioral specialist	Responsive Services
Parent-Teacher Conferences	A, C, P	K-8	November, February, March	Homeroom teachers, service providers, clinical staff	System Support

Curriculum Map: A- Academic; C- Career; P-Personal/Social

Erie 1 BOCES Comprehensive K-12 Counseling Plan

9-12 Special Education

Service/Activity	Domain (A/C/P)	Grade/Level	Timeline	Staff Involved	Delivery System Component
Restorative Practices	A, P	9-12	Daily class meetings	Homeroom teachers, behavior specialist	School Counseling Curriculum
Suicide Prevention	P	9-12	June	Social workers	School Counseling Curriculum
Transcript Reviews, Senior Meetings	A, C	9-12	October	School counselor	Individual Student Planning
Individual Counseling	A, C, P	9-12	As indicated per IEP mandates	Social worker	Responsive Services
Crisis Counseling/Intervention	P	9-12	As needed	Social worker, school counselor, crisis support staff, behavioral specialist	Responsive Services

Curriculum Map: A- Academic; C- Career; P-Personal/Social



Alternative Education Plan

Erie 1 BOCES Comprehensive K-12 Counseling Plan

K-8 Alternative Education

Service/Activity	Domain (A/C/P)	Grade/Level	Timeline	Staff Involved	Delivery System Component
Second Step	P	K-8	Weekly push-ins; daily reinforcement	Homeroom teacher, Social worker, school counselor	School Counseling Curriculum
Restorative Practices	A, P	K-8	2x/week circles	Homeroom teachers, social worker, school counselor	School Counseling Curriculum
Team-Building	P	K-8	2x/week explicit teaching; 2x week reinforcement	Social worker, school counselor	Individual Student Planning
Individual Counseling	A, C, P	K-8	As indicated per IEP mandates	Social worker	Responsive Services
Group Counseling	A, C, P	K-8	As indicated per IEP mandates	Social worker	Responsive Services
Crisis Counseling/Intervention	P	K-8	As needed	Social worker, school counselor	Responsive Services

Curriculum Map: A- Academic; C- Career; P-Personal/Social

Erie 1 BOCES Comprehensive K-12 Counseling Plan

9-12 Alternative Education

Service/Activity	Domain (A/C/P)	Grade/Level	Timeline	Staff Involved	Delivery System Component
Restorative Practices	A, P	9-12	Daily circles	Homeroom teachers, social workers, school counselor	School Counseling Curriculum
Individual Counseling	A, C, P	9-12	As indicated per IEP mandates	Social workers	Responsive Services
Group Counseling	A, C, P	9-12	As indicated per IEP mandates	Social workers	Responsive Services
Crisis Counseling/Intervention	P	9-12	As needed	Social workers, school counselors, crisis support staff	Responsive Services

Curriculum Map: A- Academic; C- Career; P-Personal/Social



Career and Technical Education Plan

Erie 1 BOCES Comprehensive K-12 Counseling Plan

9-12 Career and Technical Education

Service/Activity	Domain (A/C/P)	Grade/Level	Timeline	Staff Involved	Delivery System Component
Mental Health Classroom Guidance	P	9-12	September	Social worker	School Counseling Curriculum
Anti-Bullying, Unity Week	P	9-12	October	School counselor, social worker	School Counseling Curriculum
Healthy Relationships Week	P	9-12	February	School counselor, social worker	School Counseling Curriculum
8 th Grade Visits	A, C	9-12	January	School counselor, social worker	Individual Student Planning
10 th Grade Visits	A, C	9-12	December	School counselor, social worker	Individual Student Planning
Senior Interviews	A, C	9-12	February	School counselor, social worker	Individual Student Planning
Prospective Student Visits	A, C	9-12	March, April	School counselor, social worker	Individual Student Planning
New Student Orientation	A, C	9-12	April, May	School counselor, social worker	Individual Student Planning
Pride Month Activities	P	9-12	June	Social Worker	School Counseling Curriculum
Truancy Prevention and Intervention	A, P	9-12	Ongoing	Social worker	Responsive Services

Curriculum Map: A- Academic; C- Career; P-Personal/Social

Assess

Student Counseling Team Appraisal Program Audit



Erie 1 BOCES Comprehensive K-12 Counseling Plan

Student Counseling Team Assessment & Appraisal

Assessing and appraising school counselor and school social worker performance is a multifaceted process. This process includes self-assessment, formal appraisal of performance by a qualified administrator and individual reflection of the data that informs the assessment and appraisal.

The information from the assessment can be used in the following ways:

- Practicing school counselors and school social workers can use them as a check to self-assess to make a professional development plan
- School administrators can use them as a guide to seeking and hiring competent school counselors and school social workers and for informing meaningful performance appraisals
- School counselor education programs can use them as benchmarks for ensuring school counseling program and school social work program students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling plan

Adapted from the ASCA National Model: A Framework for School Counseling Program

Erie 1 BOCES Comprehensive K-12 Counseling Plan

Program Audit

The Erie 1 BOCES Comprehensive K-12 Counseling Plan is multifaceted and designed with continuous assessment and improvement in mind. The Student Counseling Team and Advisory Council regularly assess progress toward the design and delivery of the program elements as well as assess the impact on students as indicated by participation, Mindsets & Behaviors and outcome data.

The school counseling program assessment is used to analyze progress toward full implementation of a comprehensive school counseling program and to identify program strengths and areas for improvement. Each section of the program assessment includes benchmarks for program implementation within each component of the ASCA National Model.

The primary purpose for completing and analyzing the program assessment is to guide future actions within the school counseling program to lead to better results for students. The school counseling program assessment is conducted annually, typically in the latter part of the school year.

After completing the assessment, the Student Counseling Team and Advisory Council analyze the responses to determine the following:

1. Program strengths
2. Areas for improvement
3. Short- and long-range plans for improvement

Noticing program implementation trends over time encourages reflection and discussion about ways to continually improve the program. Reviewing the program assessment also informs professional development plans, training and goals for the following year.

*By completing program assessments and taking action on areas needing improvement, the Student Counseling Team demonstrates **leadership** through a commitment to continuous school counseling program improvement and **advocacy** for a fully implemented comprehensive school counseling program.*

Manage

Vision Statement

- Aligned with ASCA National Model's criteria for exemplary vision statement

Mission Statement

- Aligned with ASCA National Model's criteria for exemplary mission statement

Data

- School data summary prioritizing data points addressed through the school counseling program completed

Annual Student Outcome Goals

- School improvement plan reviewed to identify school priorities
- Outcomes goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps
- Goals written in SMART format: specific, measurable, attainable, relevant, time-bound

Use-of-Time Calculator

- Use-of-time calculator completed at least twice a year

Annual Administrative Conference

- Conference held with supervising administrator
- Template completed and signed by the school counselor and supervising administrator within the first two months of school

Advisory Council

- Agendas and minutes completed from at least two meetings (one from the fall and one from the spring)

Action Plans

- Classroom and group Mindsets & Behaviors action plan detailing classroom lessons and groups aligned with the ASCA Mindsets & Behaviors completed

Lesson Plans

- Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed

Calendars

- Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program

Deliver

Direct Student Services

- Classroom lessons/large-group activities are delivered and outlined using lesson plans
- Small-group sessions are delivered and outlined using lesson/session plans

Indirect Student Services

- Indirect student services are reflected in annual calendars

Assess

- Classroom and group Mindsets & Behaviors results report completed
- ASCA School Counselor Professional Standards & Competencies assessment completed
- School counseling program assessment completed
- School counseling performance appraisal is conducted annually
- Program results are shared with school staff and stakeholders

Adapted from the ASCA National Model: A Framework for School Counseling Programs

Appendix



Erie 1 BOCES Comprehensive K-12 Counseling Plan

References

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